



AP[®] Latin: Vergil 2005 Scoring Guidelines

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AP[®] LATIN: VERGIL
2005 SCORING GUIDELINES

Question V1

Translation:

Laocoon, (having been) chosen by lot priest of Neptune, was sacrificing a huge bull at the ceremonial altar(s). And then—behold!—two snakes from Tenedos (Relating [it] I shudder) through the calm deep, with huge coils, press upon the sea and together strive for the shore; their breasts, elevated amid the waves, and their bloody crests rise above the waves.

9 points total: One half-point for each segment, rounding up to the next highest integer.

1. Laocoon ... mactabat
2. ductus ... sorte
3. Neptuno ... sacerdos
4. sollemnes ... ad aras
5. taurum ingentem
6. ecce autem gemini ... angues
7. a Tenedo
8. tranquilla per alta
9. horresco referens
10. immensis orbibus
11. incumbunt pelago
12. pariterque ... tendunt
13. ad litora
14. pectora quorum
15. arrecta (superant)
16. inter fluctus
17. iubaeque sanguineae
18. superant undas

Acceptable Translations for Question V1

1. *Laocoon*: Laocoon [must be subject of *mactabat*]
mactabat: was sacrificing /killing /slaughtering /slaying [must be rendered as imperfect or simple past]
2. *ductus*: (having been) chosen /selected /led /drawn /picked [must modify *Laocoon*]
sorte: by lot /oracular response /luck /fate /chance
3. *sacerdos*: (as) priest [must refer to *Laocoon*]
Neptuno: to /by /for Neptune; of Neptune
4. *sollemnes*: solemn /ceremonial /sacred /customary /sacrificial /holy [must modify *aras*]
ad aras: at /near /to /toward /by /before the altar(s) [may be singular]
5. *taurum ingentem*: a large /huge /immense /massive /giant /enormous /great bull [must be direct object of *mactabat*]
6. *ecce*: behold /lo /look /see!
autem: however /on the other hand /and in fact /now /but /and then indeed /moreover
gemini ... angues: twin /two snakes /serpents [must be subject of *incumbunt*]
7. *a Tenedo*: from Tenedos
8. *per alta*: through /over /across the sea /deep /depths /water(s) [may be singular]
tranquilla: calm /peaceful /still /placid /gentle /quiet /tranquil [must modify *alta*]
9. *horresco*: I shudder /tremble /bristle /shiver

AP[®] LATIN: VERGIL
2005 SCORING GUIDELINES

Question V1 (continued)

- referens*: relating /referring (to) /recalling (it) /remembering /bringing back /telling /speaking of /recounting /retelling /saying /mentioning /bearing (it) back /retelling
10. *immensis orbibus*: with /in huge /immense /massive 'large /big /giant coils /circles
11. *incumbunt*: lie /press /lean /glide /incline /fall /skim /recline /bear down [may be past tense if *tendunt* and *superant* are also past tense]
pelago: on /upon the sea /deep /water /ocean [must be construed with *incumbunt*]
12. *pariterque*: and together /side by side /at the same time /equally /in pairs
tendunt: direct their course /proceed /strain /strive /stretch /aim for /head for /make way [may be past tense if *incumbunt* and *superant* are also past tense]
13. *ad litora*: to /for the shore(s) /coast(s) [may be singular]
14. *pectora*: breasts /chest(s) [must be subject of *superant* or *arrecta (sunt)*]
quorum: their /whose /of which /of whom
15. *arrecta*: upright /erect /(having been) raised up /elevated /reared up /uplifted /held up; (having) (a)risen; are /were raised up /elevated /reared up [may modify *pectora* or *sunt* may be supplied rather than making *pectora* the subject of *superant*]
16. *inter fluctus*: amid /among /between the waves /billows /swells /water(s)
17. *iubaeque sanguinae*: and bloody /blood red /crimson crests /necks /manes [must be subject of *superant*]
18. *superant*: rise above (over) /surmount /overcome /tower above /overwhelm /surpass /conquer /overtop [may be past tense if *incumbunt* and *tendunt* are also past tense]
undas: the waves /swells [must be construed with *superant*]

AP[®] LATIN: VERGIL
2005 SCORING GUIDELINES

Question V2

Translation:

He, a humble suppliant, extending his eyes and a praying right hand, said “Indeed I have merited this and I do not beg to be excused. Use your (good) fortune. If any care for an unhappy parent can touch you, I beg (you)—also Anchises was such a father to you—pity the old age of Daunus and return me, or if you prefer, (return) my body stripped of the light (of life), to my (people). You have won...

9 points total: One half-point for each segment, rounding up to the next highest integer.

1. ille ... inquit
2. humilis supplex
3. dextramque precantem
4. oculos ... protendens
5. equidem merui
6. nec deprecor
7. utere sorte tua
8. si qua ... cura
9. miseri ... parentis
10. te ... tangere ... potest
11. fuit et ... tibi ... Anchises
12. talis ... genitor
13. oro ... miserere
14. Dauni ... senectae
15. et me ... redde meis
16. seu ... mavis
17. corpus spoliatum lumine
18. vicisti

Acceptable Translations for Question V2

1. *ille*: he /that one /man [as subject of *inquit*]; that [as modifier of *supplex*]
inquit: says /speaks /pleads /spoke, etc.
2. *humilis*: humble /humbled [must modify *supplex* or *ille*]; low-lying /low to the ground /lowly; humbly /with /in humility /on the ground [nominative adjective as adverb]
supplex: suppliant; /making a plea /entreaty [subject of *inquit* or in apposition to or modifying *ille*]
3. *dextramque*: and the /his (right) hand [must be direct object of *protendens*]
precantem: praying /begging /entreating /beseeching /pleading /imploring [present active participle] /supplicatory /prayerful [adjective] [must modify *dextram*]
4. *oculos*: eyes [must be plural and direct object of *protendens*]
protendens: extending /stretching /holding forth [must modify subject of *inquit*]
5. *equidem*: indeed /to be sure /truly
merui: I (have) deserved /earned /merited (this) [must be past tense]
6. *nec deprecor*: nor do I /and I do not beg to be excused /beg off; ask for /plead for pardon / mercy /pray against (it); I do not seek to avoid
7. *utere*: use /enjoy /employ /take advantage of [must be imperative]
sorte tua: your fortune /lot /fate /luck /destiny /chance [must be construed with *utere*]

AP[®] LATIN: VERGIL
2005 SCORING GUIDELINES

Question V2 (continued)

8. *si qua ... cura*: if any /some care /concern /anxiety [must be subject of *potest*]
9. *miseri parentis*: of /for a miserable /unhappy /sad /poor /unfortunate /pitiable wretched father /parent [must be construed as objective genitive with *cura*]
10. *te*: you [must be direct object of *tangere*]
tangere: (to) touch /move /affect /influence [must complete *potest*]
potest: can /is able
11. *fuit*: was /has been; (has) had [if *tibi* is construed as dative of possession]
et: and /also /too /even
tibi: to /for you; you had /have had; your /you [used as a subject with *tibi* as a dative of possession]
Anchises: Anchises [must be subject of *fuit* or in apposition to *genitor* if *tibi* is treated as a dative of possession]
12. *talis genitor*: such a father /sire /parent; a father /sire /parent of such a kind [predicate nominative or, if *tibi* is treated as dative of possession, direct object of 'had']
13. *oro*: I ask /beg /pray
miserere: pity /have pity on [must be imperative]
14. *Dauni*: Daunus's /of Daunus [must complete *senectae*]
senectae: old age [must be construed with *miserere*]
15. *et redde*: and return /send back /give back [must be imperative]
me: me [must be direct object of *redde*]
meis: to mine /my (family /people /relatives /kinsmen) [must be indirect object with *redde*]
16. *seu mavis*: or if you prefer /would rather /want more
17. *corpus*: body /corpse [must be direct object of *redde*]
spoliatum: (having been) stripped /robbed /deprived /despoiled
lumine: of /from the (day)light /life [must be ablative of separation with *spoliatum*]
18. *vicisti*: you (have) conquered /won /defeated (me)

AP[®] LATIN: VERGIL
2005 SCORING GUIDELINES

Question V3

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, appropriate references from the Latin text throughout the passages, all properly cited. The essay discusses both the characterization of Aeneas in the two passages and whether this characterization increases or diminishes sympathy for Aeneas. Occasional mistakes need not spoil the general impression of the essay. More important than the number of features selected are the quality and completeness of the discussion and the general coherence of the argument.
- 5** This is a good, strong essay with a discerning discussion of both the characterization of Aeneas in the two passages and whether this characterization increases or diminishes sympathy for Aeneas. The discussion is either not as sophisticated or as well developed as a 6, or not quite as well supported with textual references from throughout the passages. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passages.
- 4** This is an adequate essay with some accurate discussion of both the characterization of Aeneas and whether this characterization increases or diminishes sympathy for Aeneas. The discussion may be uneven, with more on one passage than on the other, or with emphasis only on the characterization of Aeneas; or it may be more descriptive than analytical. The Latin references, although perhaps scanty, are specific, accurate, and relevant.
- 3** This is a limited response that lacks adequate discussion of the characterization of Aeneas, or deals with only one of the passages, or does not demonstrate whether this characterization increases or diminishes sympathy for Aeneas. The answer tends to rely on description. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. Alternately, the student may write a good essay reflecting knowledge of the passages but may fail to cite any Latin to support the answer.
- 2** The student recognizes at least one of the passages but presents a vague or weak discussion. Statements may be very general or irrelevant to the question. The student shows only limited comprehension of the Latin cited or fails to cite any Latin at all.
- 1** The student understands the question but presents no meaningful discussion derived from the passages. Although no substantive argument is presented, the response does contain some correct information relevant to the question. The student demonstrates no understanding of the Latin in context or demonstrates a complete misunderstanding. The answer may contain no Latin or individual Latin words randomly selected.
- 0** The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the Latin in context.
- This is a blank space or off-task answer (e.g., drawing, personal letters).

AP[®] LATIN: VERGIL
2005 SCORING GUIDELINES

Question V4

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, appropriate references from the Latin text throughout the passage, all properly cited. The essay discusses the effect that the mixture of references to the past, present, and future in the Sibyl's prophecy has on the reader. Occasional mistakes need not spoil the general impression of the essay. More important than the number of features selected are the quality and completeness of the discussion and the general coherence of the argument.
- 5** This is a good, strong essay with a discerning discussion of the effect that the mixture of references to the past, present and future in the Sibyl's prophecy has on the reader. The discussion is either not as sophisticated or as well developed as a 6, or not quite as well supported with textual references from throughout the passage. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passage.
- 4** This is an adequate essay with some accurate discussion of the effect that the mixture of references to the past, present, and future in the Sibyl's prophecy has on the reader. The discussion may be more descriptive than analytical or may deal fully with the Sibyl's prophecy and only in a general way with the effect on the reader. The Latin references, although perhaps scanty, are specific, accurate, and relevant.
- 3** This is a limited response that lacks adequate discussion of the effect that the mixture of references to the past, present, and future in the Sibyl's prophecy has on the reader. The answer tends to rely on description. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. Alternately, the student may write a good essay reflecting knowledge of the passage but may fail to cite any Latin to support the answer, or the student may deal only with the Sibyl's prophecy.
- 2** The student recognizes the passage but presents a vague or weak discussion. Statements are very general or irrelevant to the question. The student cites Latin but with only limited comprehension of the Latin in context or fails to cite any Latin at all.
- 1** The student understands the question but presents no meaningful discussion derived from the passage. Although no substantive argument is presented, the response does contain some correct information relevant to the question. The student demonstrates no understanding of the Latin in context or demonstrates a complete misunderstanding. The student may fail to cite any Latin or may only provide individual Latin words randomly selected.
- 0** The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the Latin in context.
- This is a blank space or off-task answer (e.g., drawing, personal letters).

AP[®] LATIN: VERGIL
2005 SCORING GUIDELINES

Question V5

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, accurate details to support the analysis of whether or not one character from Group A and one from Group B demonstrate *pietas*. Occasional mistakes need not spoil the general impression of the essay. More important than the number of features selected are the quality of the discussion and the general coherence of the argument.
- 5** This is a good, strong essay with a discerning discussion and specific, accurate details to support the analysis of whether or not one character from Group A and one from Group B demonstrate *pietas*. The discussion is either not as sophisticated or as well developed as a 6, or not quite as well supported with specific details. The details presented, however, do appear confident.
- 4** This is an adequate essay with sufficient details to support the analysis of whether or not one character from each group demonstrates *pietas*; or a good discussion of one character's *pietas*, but a limited discussion of the other character's *pietas*. The discussion may be more descriptive than analytical. The details provided, although perhaps scanty, are specific, accurate, and relevant.
- 3** This is a limited response that lacks adequate discussion to support the analysis of whether or not one character from each group demonstrates *pietas*, or in which details cited are misconstrued or inappropriate. Alternately, the student may present a good discussion of one character's *pietas*, but no discussion of the other character's *pietas*.
- 2** The student presents a vague or faulty discussion of whether or not one character from each group (or only one character) demonstrates *pietas*. Statements are very general.
- 1** The student understands the question but presents no meaningful discussion of whether or not either character demonstrates *pietas*. Although no substantive argument is presented, the response does contain some correct information about the character(s).
- 0** The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the demonstration of, or failure to demonstrate, *pietas* on the part of any character.
- This is a blank space or off-task answer (e.g., drawing, personal letters).